

# CHASING THE SWAMP FOX



## Teacher's Guide



# CHASING THE SWAMP FOX

An instructional television series  
produced by  
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# TABLE OF CONTENTS

GENERAL INFORMATION .....	1
HOW TO USE THIS GUIDE .....	3
SEGMENT ONE: SC Under Siege .....	11
SEGMENT TWO: Partisan Warfare .....	13
CHAPTER THREE: Heroes of the Revolution .....	15

# Chasing the Swamp Fox

- Highlighting Marion's partisan campaigns during the American Revolution in South Carolina, this special program features the artwork of Illustrator James H. Palmer.
- Produced and directed by ETV's Dave Adams, it combines interviews with some of the state's most prominent historians and writers, including Walter Edgar, Roy Talbert, Christine Swager, Daniel Littlefield, and Archaeologist Steve Smith to paint a mosaic of what life was like in those years and how Marion's participation led to the birth of modern day guerilla warfare as well as the liberation of our country.
- An artistic approach to an age-old tale that incorporates the research of historical accounts and delineates the contrast between folklore and fact, **Chasing the Swamp Fox** creates a historical visualization of Marion. It is a visually stunning and dramatic documentary on one of the south's most colorful historical figures.

## More details about the content:

Francis Marion, nicknamed "The Swamp Fox," is one of the seminal heroes of the American Revolution in South Carolina. All South Carolinians - young and old - are familiar with his exploits, from his early military career fighting the Cherokee to his role as partisan guerilla leader during the Revolution. Countless books and several movies and television programs have dramatized his adventures and further cemented his legacy into the American vernacular.

As beloved and revered as he is, Francis Marion's life, especially in the context of the Revolution in South Carolina, is still very much shrouded in folklore and mythology. Before the first shots of the Revolution were fired at Lexington in 1775, Marion was just another member of the gentry, a farmer trying to make a living on his plantation above the Santee River. This transformation from mild-mannered, semi-literate planter into a formidable guerilla leader is, in part, what makes him such an attractive historical figure. He embodies the romantic (and American) ideal of the partisan fighter. The tales told around campfires about Francis Marion and his brigade of Whigs chasing bloodthirsty redcoats through the swampy wilderness provide a pleasant narrative. They do not however tell the whole story. They say nothing of the acts of violence committed on *both* sides of the conflict. They don't mention the starvation, the privation, and the disease. They don't tell the story of the desperate need for clothes, shoes, weapons and, most of all, salt. They don't detail the extent to which neighbors and even families went to destroy each other. The obstacles that were overcome by Marion and his companions were more than most people realize, as is their contribution to history.

The hour-long program deals with Marion's campaigns from the fall of Charleston in 1780 to the end of the Revolution in 1782. It is a comprehensive examination of life in the midst of conflict in South Carolina during the Revolutionary War using Francis Marion's life and battles as a context. The intention is to juxtapose the distant folklore with the realities of what life must have actually been like for the early patriots. It looks closely at the hardships endured and overcome by those who fought, and the cruelties visited on the civilian population by both the patriots and the British. Many questions are considered. How did Marion's Brigade help turn the tide in favor of the Americans? How was he able to operate with so few supplies and men and in the midst of such privation? What tactics did he employ in his raids? What kind of a leader was he? What kind of a man was he?

The contributions of South Carolinians during the War for American Independence are undeniable. It is sad to think that in some discussions about the Revolution, those contributions have been reduced to a minor footnote. Without discounting the ample aid on the part of the French, it can be argued that our independence as a nation was born in the north and was hacked out of the wilderness of South Carolina. This program can help shed more light on the forgotten conflicts and people that helped.

Recommended for middle and high school students, the hour-long program is being segmented into three parts for use in schools.

Part 1 – South Carolina Under Siege (@ 20 minutes)

Part 2 – Partisan Warfare (@ 15 minutes)

Part 3 – Heroes of the Revolution (@ 20 minutes)



# CHASING THE SWAMP FOX

## How To Use This Guide

Chasing the Swamp Fox is an independently produced video program that blends interviews with noted historians, an archeologist, the Swamp Fox murals, historic reenactments, original documents and footage of historic sites to approach the true nature of revolutionary hero, Francis Marion. The program has been divided into three segments to facilitate classroom viewing. **Chasing The Swamp Fox** will best fit into grades 8 and 11, but advanced fourth grade classes could use much of this material.

### Guide Components

- Segment Summaries
- South Carolina Social Studies Standards
- Pre-Teaching Material
  - Places (Listed in order of viewing or mention in the program. Places are not repeated on the list if they are in the same program.)
  - People (Listed in order of viewing or mention in the program. People are not repeated on the list if they are in the same program. There is a brief description beside the more obscure personalities.)
  - Vocabulary (Listed in order of viewing or mention in the program.)
- Classroom Activities
- Selected Internet Resources

### Segment Summaries

**Segment One—SOUTH CAROLINA UNDER SEIGE** (approximately 20 minutes in length)

Historians establish the place Francis Marion holds in history, a bit about the real-life man and life in the swamp for him and his followers, the militia volunteers. The fall of Charleston, the Battle of Kings Mountain, Cowpens and the beginning of “civil war” in South Carolina are here.

**Segment Two—PARTISAN WARFARE** (approximately 15 minutes in length)

This segment discusses Marion’s tactics, guerrilla warfare and the early hit and run attacks.

**Segment Three—HEROES OF THE REVOLUTION** (approximately 20 minutes in length)

Francis Marion and his men support Nathaniel Greene, charged with keeping these British forces in the South. Historians and original documents lay out how this southern strategy led to Cornwallis’ defeat at Yorktown.

## South Carolina Social Studies Standards

Within the three video segments, the suggested classroom activities, and the World Wide Web sites the following Social Studies Literacy Elements and Standards are addressed. **Chasing The Swamp Fox** will best fit into grades 8 and 11, but advanced fourth grade classes could use much of this material.

<b>Social Studies Literacy Elements</b>	
A.	Distinguish between past, present and future time.
B.	Establish chronological order in constructing one's own historical narratives.
C.	Measure and calculate calendar time.
E.	Explain change and continuity over time.
F.	Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?
G.	Make and record observations about the physical and human characteristics of places.
H.	Construct maps, graphs, tables, and diagrams to display social studies information.
I.	Use maps to observe and interpret geographic information and relationships.
K.	Use texts, photographs, and documents to observe and interpret social studies trends and relationships.
L.	Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts.
M.	Use tables and graphs to observe and interpret geographic trends and relationships.
O.	Consider multiple perspectives of documents and stories.
P.	Locate, gather, and process information from a variety of primary and secondary sources including maps.
Q.	Interpret information obtained from maps, aerial photographs, satellite-produced images, and geographic information systems.
S.	Interpret and synthesize information obtained from a variety of sources—graphs, charts, tables, diagrams, texts, photographs, documents, and interviews.
U.	Select and design appropriate forms of graphs, diagrams, tables, and charts to organize social studies information.
V.	Use a variety of media to develop and organize integrated summaries of social studies information.

## **Content Standards**

### **Grade Four**

Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

Indicators:

- 4-3.4 Summarize the events and key battles of the Revolutionary War, including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown. (G, H)
- 4-3.6 Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem. (H, P)
- 4-3.7 Explain the effects of the American Revolution on African Americans and Native Americans, including how the war affected attitudes about slavery and contributed to the inclusion of abolition in early state constitutions and how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 that were developed by Congress influenced the future of Native Americans. (H, P, G)

### **Grade Eight**

Standard 8-2: The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina's part in the development of that nation.

Indicators:

- 8-2.2 Compare the perspectives and roles of different South Carolinians during the American Revolution, including those of political leaders, soldiers, partisans, Patriots, Tories/Loyalists, women, African Americans, and Native Americans. (H, G, P, E)
- 8-2.3 Summarize the course and key conflicts of the American Revolution in South Carolina and its effects on the state, including the attacks on Charleston; the Battle of Camden; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; the Battle of Cowpens; and the Battle of Kings Mountain. (H, G)

### **Grade Eleven**

Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.

Indicator:

- USHC-2.2 Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large. (H, P, E)



## Pre-Teaching Material

Pre-teaching material for each video segment follows this general section of the guide. Each of the Pre-teaching sections can be used in a variety of ways.

- They provide a *map* through the program, as the Pre-Teaching Material is organized in the order it is viewed or mentioned.
- They can be used to guide student viewing of the program. A written outline to follow can do a great deal toward keeping students focused, and can enhance student understanding.
- Although basic factual questions do not do enough to challenge student higher-order thinking-skills, having students listen for and define/identify the content of these sections can assure the instructor that students are paying attention to the programs.

## Classroom Activities

1. Create an electronic book using PowerPoint. Each slide in the slideshow will represent a page in the electronic book. Teach students how to create a storyboard using index cards.

The students will divide into groups based on the Revolutionary hero or event about which they would like to create an e-book. Students can search the Internet for photos, graphics and sound they can use in a PowerPoint slideshow. They might also scan in photos from available books. The students will take one group digital photo that will be used as an Author Page.

The students will collaborate and create their group's e-book. Each page should contain a digital image, sound (a music file, someone reading or saying lines as the character), text, and a graphic image. If your students cannot create the more complicated sound files to imbed within Power Point just do not use sound.

Upon completing their e-books, assist the students in creating a rubric for grading them. The students can also brainstorm ideas for using e-books as teaching tools.

2. Allow the students to choose a persona—Francis Marion, any other American partisan or military leader, a Tory or British military leader, or any other appropriate person. Have them write a conversation, diary entry, letter or another form of communication about their role during the American Revolution and how it has affected their lives.
3. Discuss the historians' views on Francis Marion's attitude/actions toward slavery and Sumter's Law.

4. Use the map of South Carolina to locate Revolutionary sites. Use these sites to assist in the task:

Revolutionary History in Clarendon County, SC with General Francis Marion, The "Swamp Fox"—<http://web.ftc-i.net/~gcsummers/revolution.htm>

South Carolina SC—Revolutionary War Maps—  
<http://www.sciway.net/hist/maps/mapsrw.html>

5. Let students create a Wall of Heroes. Include South Carolinians from past and present that show the qualities of a hero. The class will need to decide on the qualities of a hero. Let students defend their choices to the class, and have the class vote whether or not to place the person on the wall. Students may write articles for the school newspaper or student video news programs telling others about their heroes.
6. Use a digital projector, to go to <http://web.ftc-i.net/~gcsummers/index.html> and view the Swamp Fox Murals with the class. Ask the students what aspect of Francis Marion's life and fighting are depicted in each mural? Have the class decide what they would put into a "Swamp Fox: mural. You can go further and have the students create a small mural. A mural or collage can also be created electronically.
7. Use the following World Wide Web sites with biographies to learn more about the life of Francis Marion:
  - Marion, A Sketch of the Life of Brig. Gen. Francis Marion by William Dobein James—[www.worldwideschool.org/library/books/hst/biography/AsketchoftheLifeofBrigGenFrancisMarion](http://www.worldwideschool.org/library/books/hst/biography/AsketchoftheLifeofBrigGenFrancisMarion)
  - Marion, The Life of General Francis Marion—[www.worldwideschool.org/library/books/hst/biography/LifeofGeneralFrancisMarion//legalses.html](http://www.worldwideschool.org/library/books/hst/biography/LifeofGeneralFrancisMarion//legalses.html)
  - The Life of Francis Marion by William Gilmore Simms—  
[www.gutenberg.org/etext/843](http://www.gutenberg.org/etext/843)

Divide different parts/events of the biographies between different groups of students. Have them compare the way the authors treated the events.

## Selected Internet Resources

The Selected Internet Resources can be used both by the instructor and by students. These are *selected* and are not meant to be all-inclusive. The sites were all active at the time of publication.

- Knowitall.org—<http://www.knowitall.org/>  
There are many resources to use on this website.  
**History of SC Slide Collection:** 964 images that chronicle our history—Grade level: K-12, various subject areas.  
**Search ETV:** A collection of 24,000 videos and images—Grade level: K–12, all subject areas.
- ETVStreamlineSC—<http://www.myetv.org/education/StreamLineSC/>  
ETV's StreamlineSC is a standards-based video-on-demand service offering South Carolina teachers more than 40,000 video clips. You may search the video clips by S.C. Curriculum Standards, by subject and grade level or by all available titles.
- Chronological History of South Carolina—  
<http://www.shgresources.com/sc/timeline>  
This is an extensive time line covering the whole of South Carolina history.
- A Culinary legend: Francis Marion and the Sweet Potatoes—  
<http://www.state.sc.us/scdah/swtpot.htm>
- Adair And Holland Honor Roll: The American Revolution—  
<http://www.geocities.com/Heartland/Valley/9708/roll.html>
- An annotated bibliography of works about General Francis Marion, special collections—[http://library.fmarion.edu/english/jarl/fm\\_bib.html](http://library.fmarion.edu/english/jarl/fm_bib.html)
- Eutaw Springs A Victory From Which The British Would Never Recover—  
[http://www.discoverouthcarolina.com/documents/Eutaw%20Springs\\_1.pdf](http://www.discoverouthcarolina.com/documents/Eutaw%20Springs_1.pdf)
- Eutaw Springs: The last battle in the Southern Campaign—  
<http://www.dauphinehotel.com/eutaw.htm>
- Francis Marion, Revolutionary War 'Swamp Fox'—  
<http://www.americanrevolution.com/FrancisMarion.htm>
- Marion, A Sketch of the Life of Brig. Gen. Francis Marion by William Dobein James—[www.worldwideschool.org/library/books/hst/biography/AsketchoftheLifeofBrigGenFrancisMarion](http://www.worldwideschool.org/library/books/hst/biography/AsketchoftheLifeofBrigGenFrancisMarion)

- Marion, The Life of General Francis Marion—[www.worldwideschool.org/library/books/hst/biography/LifeofGeneralFrancisMarion//legalses.html](http://www.worldwideschool.org/library/books/hst/biography/LifeofGeneralFrancisMarion//legalses.html)
- Revolutionary History in Clarendon County, SC—<http://web.ftc-i.net/~gcsummers/revolution.htm>
- South Carolina as the “Battleground of Freedom”—<http://www.discoversouthcarolina.com/whattodo/revwar.asp>
- South Carolina SC– Revolutionary War Maps—<http://www.sciway.net/hist/maps/mapsrw.html>
- Swamp Fox Murals Trail—<http://web.ftc-i.net/~gcsummers/index.html>
- The Battle of Eutaw Springs—[http://theamericanrevolution.org/battles/bat\\_espr.asp](http://theamericanrevolution.org/battles/bat_espr.asp)
- The Life of Francis Marion by William Gilmore Simms—[www.gutenberg.org/etext/843](http://www.gutenberg.org/etext/843)
- The Revolutionary War in South Carolina—<http://sciway3.net/clark/revolutionarywar/revoutline.html>
- The South Carolina Historical Society, Revolutionary War—<http://www.schistory.org/displays/RevWar/archives-online/indexbytopic2.html>
- The South Carolina Historical Society—<http://www.schistory.org/>
- The South Carolina National Heritage Corridor—<http://www.sc-heritagecorridor.org/html/r4intro.html>



# CHASING THE SWAMP FOX

## Segment One: South Carolina Under Siege

### People

George Washington  
Francis Marion  
Pastor Mason Locke Weems  
Sir Henry Clinton  
Lord Cornwallis  
Colonel William Bratton  
Colonel Thomas Sumter  
Banastre Tarleton  
Major James Wemyss

### Places

French Santee—In the early 18th century, between 70 and 80 French Huguenot families settled along the Santee River, north of Charleston at the Santee Delta. This area once produced half of the world's supply of rice. This section of the river became known as French Santee in what became St. James Parish.

Savannah

Charleston

Up Country

Pee Dee District

Tarcote Swamp or Tearcoat Swamp—near the site of Victory Plains, the Joseph S. DuRant home.

Black Mingo Creek

King's Mountain

Chester District

Lancaster District

Union District

York District

Santee River

Georgetown

Indiantown

## **Vocabulary**

French Huguenots

Indigo

British Southern Strategy

Patriots/Whigs/Partisans

Rebels

Continental Army

State troops

Local militia

Tories/Traitors

Loyalists

Tory militia

Guerilla warfare

Spanish Moss

Sedition

# CHASING THE SWAMP FOX

## Segment Two: Partisan Warfare

### People

Colonel Hugh Horry  
Major General Nathanael Greene  
Brigadier General Daniel Morgan  
General Lighthorse Harry Lee  
British Colonel John W. T. Watson

### Places

Charleston  
Camden  
Nelson's Ferry  
Horse Creek—near Graniteville  
Pee Dee Swamp  
William Goddard's Plantation—The plantation was located on a bluff overlooking Snow Island near, Georgetown.  
Snow Island  
Lynch's Creek  
Black Mungo  
Musgrove's Mill  
Hicks Creek  
Pee Dee River  
Cheraw  
Fort Watson  
Hobkirk's Hill  
Georgetown

### Vocabulary

High country swamp  
Indian mound  
Nelson's Ferry





# CHASING THE SWAMP FOX

## Segment Three: Heroes of the Revolution

### People

Brigadier General Thomas Sumter  
General William Moultrie  
General “Lighthorse” Harry Lee  
Major General Nathanael Greene  
Lieutenant-Colonel John Coates  
Colonel Peter Baxter  
Major Baxter Janies  
General Nathaniel Greene  
Lord Francis Rawdon  
Rebecca Motte  
Pvt. Nathan Savage  
Lieutenant M’Pherson  
Andrew Pickens  
Colonel Malmedy  
Colonel Banastre Tarleton

### Places

Quenby Bridge—located on Highway 33 at French Quarter Creek, Cainhoy, SC.  
Fort Motte  
Eutaw Springs  
James Cantey’s Plantation  
Parker’s Ferry

### Vocabulary

Battle of Quenby Bridge  
Battle of Fort Motte  
Battle of Eutaw Springs